

SEND Information Report 2025/26

Dixons Allerton Academy

Responsibility: Jodie McDonald

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SEND Information Report

Introduction

At Dixons Allerton, we believe that the entitlement to a broad, balanced, relevant and adaptive curriculum is a right for all learners. This entitlement should be delivered by trained personnel, committed to maximum inclusion, who are able to provide a happy, sensitive, secure and developmental environment in which all individuals are encouraged and enabled to undertake self-development, self-advocacy, respect for self, respect for others and respect for the environment.

Equality of opportunity, thoughtful and effective assessment, family involvement and a variety of teaching and learning styles appropriate to the needs of the individual and the subject matter should be integral to the planning of educational provision for all students. We are committed to ensuring that any student can get the extra support that they need, if and when they need it, without stigma or prejudice. All students are equally valued. High standards of behaviour and moral values are set for all whilst appreciating that not all students will be able to meet them without guidance, support and structure.

At Dixons Allerton, students are supported by...

Key contacts

Assistant Vice Principal / All-Through SENDCo	Jodie McDonald
Primary SENDco	Sophie McGowan
Assistant Primary SENDcos	Mia Holt & Emma Wright
Inclusion Lead (Secondary)	Heather Holliday
Assistant Vice Principals - Safeguarding	Steven Bibby (Secondary) & Siobhan Rayner (Primary)
Assistant Vice Principal – Culture & Ethos	Dan Cook
School Nurse	Joanne Claridge

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Values and culture

The academy provides a safe, well supervised and highly structured environment in which all students can learn and thrive. Our core values of happiness, responsibility and industry are at the heart of everything that we do. Silent corridors, exceptionally high expectations for behaviour for all students, good relationships between students and staff and daily family dining (primary), ensure a safe and supportive experience for all students without the need for additional support or difference for vulnerable learners. The Welfare Team is there for all students when they need it.

1.24 – High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.

SEND Code of Practice 0-25 (DfE / DoH, 2015)

Quality first teaching is at the heart of a truly inclusive curriculum, learning needs are met through a broad, balanced and relevant curriculum. There are three learning cycles per academic year, each using the assess-plan-do-review format to ensure that every student is receiving an education, including intervention and prevention to meets their current learning and special educational needs. Each cycle also includes liaison with families/carers and the student in order to fully capture their views and wishes for their experience at Dixons Allerton Academy.

Staffing and timetable

At Dixons Allerton Academy, the Student Welfare team is made up of the Senior Vice Principal, Assistant Vice Principal for Inclusion, Primary SENDCO, DSL and Deputy DSL's, Inclusion Lead, Pastoral Team, Academy Nurse and Learning Support Assistants. This department, in conjunction with the wider school, provides a holistic approach to meeting the needs of all students at the academy to ensure a joined-up approach is implemented to meeting the needs of every student and the whole student, be that academically, medically, physically, socially or emotionally. Students with the highest levels of need are allocated a keyworker who will liaise with parents and external agencies as required with support of the SENDCO.

Identification of needs

There are a range of ways in which a student may be identified as having additional needs. For many students, this happens during their transition to the academy through liaison with parents or carers, their previous setting, and by receiving information from other professionals, including the Local Authority SEND team and Health Services.

For some students, needs are identified after they start at the academy. This may be based on teacher observation, in-class assessments and book work, or concerns raised by parents, carers, or the student themselves. In addition, a report or referral may be obtained from an external professional.

In these situations, the Inclusion Team can complete a range of assessments to help identify specific needs. The Inclusion Lead is also able to assess students for exam access arrangements where appropriate. Where further specialist input is required, the school can make referrals to relevant agencies such as Educational Psychology, school-commissioned Clinical Psychologist, CAMHS, the School Nursing Team, and the Specialist Teaching Service at the Local Authority.

All referrals are made in collaboration with parents, carers, and the student. All provision is based on need only; students do not require a formal diagnosis for additional or different support to be put in place. A student does not need to be on the SEND register before they start receiving support.

Students with additional needs currently on roll		N	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11
Communication and Interaction (including ASC & SLCN)	EHCP	0	3	5	3	2	1	3	0	2	1	5	0	1
	SEN Support	0	3	2	4	0	5	0	1	8	6	12	16	6
Cognition and Learning (including MLD, SLD & SpLD)	EHCP	0	0	0	0	0	0	1	1	0	0	1	0	1
	SEN Support	0	0	0	2	7	1	3	5	8	7	14	13	9
Social, Emotional & Mental Health (including ADHD, ADD & RAD)	EHCP	0	0	0	0	0	0	3	0	2	1	0	3	7
	SEN Support	0	1	0	0	0	1	1	2	4	2	8	14	6
Physical and Sensory (including HI, VI & physical needs)	EHCP	0	0	0	1	0	0	0	1	1	3	3	0	0
	SEN Support	0	0	1	0	1	1	0	2	2	1	4	2	2

Additional and different provision

At our academy, we are committed to ensuring every student can access high-quality education and thrive. We achieve this through a combination of inclusive classroom practice and targeted support for those who need something additional or different from their peers.

All students benefit from high-quality teaching delivered by skilled and experienced staff. Our teachers and teaching assistants are trained to adapt lessons and provide personalised strategies within the classroom to meet a wide range of needs. When a student requires extra help, we implement tailored interventions designed to support their academic, social, and emotional development. These interventions are carefully planned to minimise disruption to their access to a broad and balanced curriculum.

If a child's needs are significant, complex, and persistent beyond what school-based interventions can address, we may consider a Statutory Assessment. This process can lead to an Education, Health and Care (EHC) Plan, which brings together information from education, health, and social care to support the child from birth to age 25. The school works closely with parents, the student, and external professionals to prepare reports for the Local Authority (Bradford Council) Provision Panel. Parents can also request a Statutory Assessment. Full details of the process and timescales are available from the Local Authority's SEND team, and Bradford's SEND Local Offer can be accessed via their website.

The Local Authority will need evidence of the child's progress over time, actions taken by the school to meet their needs, and details of any special resources or arrangements provided. This may include learning plans, review records, health reports, assessment data, and input from professionals such as Educational Psychologists or advisory teachers. The views of parents and the child are always central to the process. EHC Plans are reviewed annually, and additional reviews can be arranged if concerns arise.

We continually invest in staff training to ensure our team is equipped to meet diverse needs. This includes whole-school training on SEND and specialist sessions for staff working closely with students with specific needs such as Autism or Dyslexia. We also collaborate with external agencies for expert advice and support.

Academic support may include small group or one-to-one teaching, additional learning time, and specialist interventions delivered by subject experts. Social and emotional support is provided through our Inclusion Teams, which offers bespoke interventions tailored to individual needs, drawing on our in-house expertise and strong partnerships with local authority and Health Services.

While inclusion is at the heart of everything we do, we recognise that some students require additional and different provision to succeed. Our goal is to provide this support in a way that enables every child to access all aspects of academy life and achieve their full potential.

Student progress is rigorously tracked throughout the academic year. For secondary students, three academic reports are issued annually. Our Cycle system ensures that any gaps in learning are identified and addressed during scheduled data and planning days within each cycle. Parents and carers are invited to attend an annual Parents' Evening.

In Primary, parents and carers attend two Parents' Evenings per year and receive one written report. Students with an Individual Learning Plan (ILP) have three dedicated meetings each year with the class teacher to review progress and update targets. All students are continuously monitored and assessed.

Students are assessed against the following frameworks: EYFS is assessed against the statutory EYFS framework; KS1 and KS2 use PUMA, PIRA, NTS, and SATs; KS3 uses quality-assured assessments developed within the Dixons Academy Trust; KS4 is measured against Progress 8; and KS5 is assessed against A Level standards and alternative frameworks where appropriate.

Across three assessment cycles each year, teachers formally review student progress and attainment, recording data and identifying any concerns. In addition, classroom support staff monitor students closely and implement teacher-led interventions to address areas of need.

Key documents

INIP (Secondary)	Individual Needs Intervention Plan.
Learning Plan (Primary)	These are the academies own IEP (Individual Education Plan), created to document short term outcomes and strategies to support students in achieving them.
INIS	Individual Needs Individual Strategies. A Document that highlights strategies for supporting each area of SEND in the classroom.
IHCP	Individual Health Care Plan. A care plan created by the school nurse to provide information on any medical needs a student may have, have how staff can respond effectively to medical needs should the student require assistance.

Transition

Transition arrangements are in place for all students. Students in EYFS have an extended transition.

Where appropriate, additional transition programmes are implemented for Year 6 students who will join DAA in Year 7. We liaise closely with our local primary schools to ensure a smooth and successful transition for students with SEND and we try to arrange additional visits where possible, if a student requires this.

Relevant staff have transition meetings each Summer term to collect important information about all students, but with particular focus on the needs of students with SEND. This is to ensure that strategies and resources that have proven to be successful for those students are ready to be implemented in September.

Year 11 students meet with the Connexions and Careers Advisors so that appropriate advice and guidance can be given. There is liaison with Further Education providers to ensure that SEND students continue to have their needs met if they do not enter the school's sixth form. A programmes focusing on responsibility, independent travel, work skills and vocational choices is in place.

Additional advice from external professionals may be sought as required at this time to smooth the transition process for both students and parents/carers. Six months after students have left the school we ask them to complete a survey to ensure they are not NEET. Should any student then need support we are able to draw on our strong links with The Parent and Young People Partnership Service.

Students in Key Stage 5 have access to a Head of Year, Year Manager and Careers Advisor

Collaborative working with families and supporting agencies

We actively encourage parents and carers to be fully engaged in their child's education and to meet with us as early as possible to discuss any concerns. As soon as a need is identified, a comprehensive transition programme is implemented. For students with SEND, there is at least one termly meeting with parents/carers to review progress and discuss targets, alongside three school reports issued annually, for which we welcome feedback. In Primary, parents/carers attend two meetings per academic year and receive one annual report, while students with an Individual Learning Plan have three meetings per year with their class teacher to review and set targets. For those with an Education, Health and Care Plan (EHCP), an annual review is held involving parents/carers, school staff, and relevant agencies to evaluate progress and agree on targets for the following year. The school works closely with a range of agencies and support services, including Occupational Therapy, Hearing and Visual Impairment Teams, CAMHS, the School Nursing Team, Governing Body, EHCP Referral Process, Peaces Counselling Services, Early Help, Educational Psychology Team, Bradford SCIL Team and Specialist

Successes and next steps Choose an item.

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Outcomes Choose an item.

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Feedback and complaints

Providing a high quality education is of paramount importance and we believe that a close working relationship between the academy, student and families/carers is crucial in achieving this. We actively seek to collaborate with families/carers on a cycle-by-cycle basis, but understand that things can change much more quickly than this. We are always happy to arrange a meeting or phone-call in order to discuss a student's provision and how best to meet their needs.

Any complaints to the academy would follow the standard complaints procedure for the Trust, details of which can be found by following the link below:
www.dixonsaa.com

Support for parents can be found by following the link below:

<https://localoffer.bradford.gov.uk/service/734-bradford-sendiaas-barnardos>

Support in resolving disagreements and complaints regarding provision for students with additional needs is also provided by the local authority and details can be found by following the link below:
<https://www.bradford.gov.uk/compliments-and-complaints/council-services/the-councils-complaints-procedure/>

Frequently Asked Questions

How are the different types of additional need and disability provided for at Dixons Allerton?

Staff consistently monitor student progress and seek advice promptly when concerns arise. When a student is identified as having Special Educational Needs (SEN), following accurate assessment and identification of need, we work to remove barriers to learning by implementing appropriate interventions. This is supported by robust progress monitoring and the provision of effective strategies, following the "assess, plan, do, review" cycle, known as the graduated approach. All learners identified as having SEND and receiving additional support from the Inclusion Team will have a Learning Plan, INIP, or INIS with individualised targets agreed by the student, parent, and staff, which is then shared with teaching staff. Where appropriate, students will also receive Access Arrangements for exams and tailored support within the learning environment, which may include technology, adult assistance, or specialist equipment to address physical needs.

How is provision for students with additional needs evaluated for effectiveness?

Student progress and attainment are assessed three times per year as part of our academy-wide teaching and assessment cycle. Following each assessment point, provision is reviewed, and targeted interventions are implemented for any student who has not made the expected progress during that period. This process allows us to evaluate the overall provision for each individual student and make adjustments where necessary. Every intervention includes a built-in progress monitoring system to ensure it is effective and adds value to the learner's development.

How are students with additional needs and their parents / carers consulted in order to involve them in their education?

One of our key drivers is autonomy and we support and empower our students to increasingly direct their own lives, including their education, by giving them the tools to be successful now and in the future. Student voice activities are conducted throughout the year and students are encouraged and supported to share their opinions. Parent / carer contact is incorporated into each of the three learning cycles and this could be in the form of a report, a phone-call home or a parents evening. Parents can contact us and arrange a meeting or phone-call at any time if they have a concern or would like an update on their child's provision. For students with an Education, Health and Care Plan the SENDcos will arrange a yearly review of their provision (the Annual Review) for parents / carers, key school staff and any outside agencies. Interim reviews can be called at any time if the needs or provision change.

How are specialist equipment and facilities to support students with special educational needs secured?

We work closely with the LA SEND team and specialist teachers to ensure we have the appropriate equipment and facilities to meet the needs of our students with special educational needs. We seek appropriate expert advice when required and always work on the basis of ensuring individualised and small group provision is of equitable quality to the main offer and built into academy life. Where a piece of equipment or facility is unique to a specific student, the provision will be identified, implemented and maintained through the EHCP and Annual Review processes.

How are staff supported to meet the needs of students with additional needs?

Focused staff training and support is crucial to ensuring that the needs of all students are met inclusively and all students receive an equal quality learning experience. All staff have access to a range of documents designed to inclusively support students with individual needs and staff training and CPD is incorporated into staff induction, coaching, and staff meetings. In addition to this, the SENDcos and Inclusion Teams are available to support with individuals and classes at any time. If a student requires specialist support or intervention that is beyond the current expertise of our own staff, outside agency help will be sought. This could take the form of staff training or regularly scheduled input from outside specialists.

What additional expertise and training do staff have in order to support students with additional needs?

The specific needs of our students are discussed with all staff in induction and throughout the academic year to ensure that teachers are up to date and informed about the students they teach. We work closely with parents / carers, other professionals, and with the students themselves to ensure that the information is accurate, up to date, and supportive. The SENDcos and Inclusion team access additional training to support the needs of students with SEND to ensure that the needs of the current cohort are being prioritised at all times. We have a commissioned clinical psychologist, psychotherapist, Educational Psychologist, School Nurse (NHS) and Mental Health Support team practitioners working in school on a weekly basis to support staff in effectively supporting the needs of the students.

How does the academy work collaboratively with the local authority and other outside agencies?

Outside agency involvement is sought when the needs of a student go beyond the expertise of the Academy. This could be for staff training or to work directly with an individual student or group of students. The SENDCo attends all Local Authority SEND briefings and receives their regular newsletter updates in order to ensure we are up-to-date with all available resources, opportunities and requirements. We have built a positive relationship with the LA SEND team. A detailed programme of what is available in Bradford can be found in Bradford's Local Offer at: <https://localoffer.bradford.gov.uk/>

How is the socio-emotional development of the students supported? How is bullying prevented?

At Dixons Allerton Academy, students' social and emotional development is supported through a range of systems embedded across all aspects of academy life. A clear and consistent behaviour policy ensures expectations are understood, and parents and carers are fully informed and involved at every stage.

Both the primary and secondary phases have dedicated Inclusion Teams who work closely with students and families to provide additional emotional and wellbeing support where needed. These teams also collaborate closely with wider staff groups, including the Attendance Team and Pastoral Teams, to ensure a joined-up approach to supporting every child.

The curriculum features a comprehensive PSHE programme, covering all areas of social, emotional, and communication development, and encouraging open, supportive discussions on these topics. These themes are further reinforced through Key Stage assemblies in the primary phase and Collective Learning and Advisory Sessions in the secondary phase.

In addition, regular pupil voice questionnaires help monitor overall wellbeing trends across the school. Feedback from these is complemented by the School Council, which meets regularly to discuss ideas and recommend improvements to enhance the school environment.

How does the academy ensure that students with additional needs or other vulnerabilities are treated fairly at the admissions stage?

What facilities are provided to support the needs of students with physical disabilities?

Dixons Allerton Academy is fully accessible at all entrances and provides level, ramp, or lift access to all areas of the interior and exterior of the building. The school also understands that accessibility is an ongoing pursuit, and we are committed to continuous improvements in access and safety for our students, staff, and visitors with physical disabilities. These improvements are informed by student, parent, and staff voice, as well as advice from relevant Local Authority teams, such as the specialist teaching service for Physical and Sensory Needs.

The school is equipped with two hygiene suites, one of which includes a ceiling hoist, and the other has a portable hoist to support students with complex physical needs. There are three lifts in the building, providing access to all floors.

All staff receive annual training, when necessary, on how to support students with physical disabilities during an emergency evacuation. Any student who requires individual evacuation support will have a Personal Emergency Evacuation Plan (PEEP) in place.

Further information can be found in our academy Accessibility Plan: [Accessibility-Plan-24_25_2025-11-05-134648_ygrr.pdf](#)

How does the academy adapt the curriculum and learning environment for students with additional needs?

The needs of all students are met through high quality teaching, regular and varied assessment, time devoted to planning and preparation of intervention and provision, and building positive relationships with students, families and other professionals. When any student needs additional and / or different in order to thrive and make progress in their learning, we focus on ensuring that their needs are met equitably and, wherever possible, as part of the main offer of the academy.

How does the academy ensure that it is meeting the needs of students with additional needs who are also in local authority care (CLA)?

The needs of all students, including those with additional needs and/or who are looked after by the local authority, are met through well designed whole school systems and high-quality teaching. A learning mentor is available to meet the individual needs of all students when they need it and because they need it, including those with additional needs and / or who are looked after by the local authority, and staff within this department have the expertise, experience and contacts needed to ensure this is done to a high standard. All provision is based on the principles of true inclusion, equal quality of education and experience for all students, regardless of starting point, socio-economic background, personal circumstance, special educational need or disability. The Assistant Vice Principal for Inclusion is also the named Designated Teach for Children in Care and attends the regular CLA and PEP (Personal Education Plan) of any student who is identified as CLA and is then responsible for ensuring the implementation of any provision outlined in the plan with colleagues

Where can I find further information and support services if I'm a parents / carer of a child with additional needs?

Parents and carers can contact the academy at any time to discuss their child's needs and provision.

A detailed programme of what is available in Bradford can be found in Bradford's Local Offer at: <https://localoffer.bradford.gov.uk/>

SENDIASS is an organisation that can support parents and carers of children and young people aged 0-25 with SEND to work together with schools and the local authority to ensure that all parties have a good understanding of what support the child needs and to ensure that it is put in place. They can be contacted on 01274 513300 or at: